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ABSTRACT

Information and guidelines are presented in this report on the Black Advisory Committee (BAC) at Valencia Community College, which was created to monitor and assess the progress made by the college in increasing the enrollment and meeting the needs of black students. The preface outlines the history of the BAC's creation, the needs that the committee was designed to address, and its current role as a sounding board for matters pertaining to minority students. Next, guidelines for the BAC specify: (1) the status of the committee; (2) its purposes, i.e., to be a source of information for the college president, to assist in recruiting and retaining black personnel and students, and to develop a positive image of the college in the community; (3) its membership, which consists of people from the black community, administrators, faculty, and staff; (4) the offices and tenure of committee members; and (5) the frequency of meetings. Appended material provides BAC recommendations to the college president from 1979-80 through 1982-83, which included the funding of a Black Student Retention Pilot Project, the establishment of an Office of Minority Affairs, improved transportation for students, more support for developmental programs, and the employment of greater numbers of black faculty and administrators. Information on BAC incentive award recipients is also included. (HB)

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THE BLACK ADVISORY COMMITTEE

OF

VALENCIA COMMUNITY COLLEGE

G U I D E L I N E S

JC 830 149

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MAY 1980

The Black Advisory Committee determined in 1981-82 that transportation to campus posed a particular problem for Black students. The College subsequently increased efforts to provide information on various means of transportation available to the campus. Bus schedules of the Orange, Seminole and Osceola Transit Authority were circulated through the Student Services Area. Information regarding people who were interested in forming carpools and a schedule of carpools showing regions of the city served, were published in student newsletters and other publications. The Committee also addressed the need for vocational training programs to provide students with saleable skills which would afford entry into the job market. Information on courses offered for teacher certification and vocational interests were provided by the College to Black Advisory Committee members, students, and other members of the Black community. In order to gain input from members of the business community, Valencia Community College formulated advisory boards to serve each vocational program. Black Advisory Committee members, in many cases, nominate individuals for possible membership on those advisory boards. As indicated, implementation of several recommendations for 1982-83 is currently in progress; however, the College has been successful in securing additional means of financial assistance to compensate for any losses due to federal cutbacks. Civic groups, foundations, and social organizations were contacted and encouraged to make financial awards available to students. The availability of these awards was publicized through the Office of Minority Affairs Newsletter, the campus newspaper, and other publications. The 1982-83 recommendations reflect the Committee's continuing concern for the provision of academic support services, career opportunities information and for the increased employment of Black faculty and administration.

In addition to monitoring the progress of the College in regard to serving the needs of Black students, the Black Advisory Committee presents Incentive Awards to students who have succeeded in their pursuits for higher education at the College despite economic, physical, academic and/or other handicapping conditions. Recipients of these monetary awards are selected without regard to race, color, creed, sex, handicap, and/or age. Attached for your information is brief data on the recipients for 1982-83.

Geraldine F. Thompson

Geraldine F. Thompson
Assistant to the President
for Minority Affairs

PREFACE

It was in 1970 that President James F. Gollattscheck became aware of the fact that the Black student population of the college was not as high as it should be. He called several of the faculty and staff members together to discuss the matter. It was decided that what was needed was a group of Black citizens with whom the administration could discuss the issue.

A list of forty names was submitted to the President. He invited these persons to come to the college. At this initial meeting, several points were brought to the attention of the college. The major concern of the citizens' group was that the college was not well known in the Black community, and that a strong effort was needed to make the college known. Another concern was that there needed to be an intensive recruiting effort on the part of the college in the Black communities of Orange County. A third concern was that since the college was situated so far from the residential areas that there may be a need for transportation for students to attend classes. A fourth concern of the group was that the image of the college may not have been lending itself to attracting students who knew about the college, and that the image factor needed working on.

The group of citizens was called, initially, The Committee of Forty. It, along with the college, planned a mass rally at one of the Black churches. Mt. Zion Missionary Baptist Church was chosen as the first place for a rally. Invitations were sent out to youth and young adult choirs, churches, clubs and organizations, individuals, and businesses. The President of the college, the Board of Trustees, faculty, staff, and students -- both white and Black -- were invited to talk about the college. A reception was given by the college, with women from the Black community furnishing desserts. Over 700 people attended this first rally.

The increase in Black student enrollment can be attributed in a large measure to this effort.

A second rally -- "Valencia Beckons You, Part II" -- was held in 1972 at Shiloh Baptist Church. A format similar to the first one was followed. The Black student population increased again. A third "Valencia Beckons You" was held on the campus on Kirkman Road, the permanent homesite of the college. The stage band from Wymore Tech furnished music. The Valencia Singers were on hand. A reception was held after the program. More than 900 people attended this affair, both white and Black. The Black student enrollment showed another increase.

The Committee of Forty had now a new name -- The Black Advisory Committee to the President. It also decided that the recruiting focus and the image focus had been clarified and that it could now undertake to be of a different nature, with a different role, yet not ever neglecting the concern of a continuing growth of Black student enrollment. The Committee now serves as a sounding board for matters pertaining to minority students, with special emphasis on the Black student. It has helped the college find Black personnel for the college. It initiated an Incentive Awards program for students - any students - who attend college under stress and hardship, even to physical disabilities. This is one of the most progressive efforts the Committee has undertaken and has had tremendous success. The Committee is now working with the college on the matter of an Office for Minority Affairs. The Committee also serves as the college's External Committee for the Equal Access/Equal Opportunity Committee of the college.

The Black Advisory Committee to the President has a vital role to play in the life and proceedings of the college. It is a valuable, respected, and respectable Committee whose presence is indeed a boon to college activities.

THE BLACK ADVISORY COMMITTEE

VALENCIA COMMUNITY COLLEGE

ORLANDO, FLORIDA

G U I D E L I N E S

SECTION I. ORGANIZATION

There shall be at Valencia Community College an organization known as the Black Advisory Committee.

SECTION II. PURPOSE

A. The Black Advisory Committee shall be a source of information for the President of the college.

B. The Committee shall assist the college with its recruitment of Black personnel and students by listing potential avenues to follow.

C. The Committee shall foster cooperatively those efforts and activities necessary for attracting and retaining personnel and students.

D. The Committee shall seek to develop and broaden a positive image of the college in the community.

SECTION III. MEMBERSHIP

A. The Committee shall be composed of a cross-section of people from the Black community and administrators, faculty, and staff from the college.

B. The members of the Committee shall be invited to serve by the President of the college through a written invitation.

C. The members from the community shall serve a three-year tenure, unless asked by the President of the college to serve longer.

D. The officers of the Committee shall be Chairman, Vice Chairman, Secretary, Chaplain, and Chairman of the Membership Committee, who compose the Executive Committee.

The Past Chairmen serve on the Executive Committee.

SECTION III. MEMBERSHIP - (Continued)

The President of the college shall appoint persons as liason between the college and the Committee.

E. The term of tenure for officers shall be two years.

F. Termination of membership shall come through written request from the member or through failure to attend two (2) consecutive meetings without notifying an officer.

SECTION IV. MEETINGS

A. Under normal circumstances, the Committee shall meet four (4) times a year.

B. Each member shall be notified in writing of the exact date, time, and place of each meeting.

Black Advisory Committee Recommendations
to the President

April, 1979-80

It is recommended that the College:

*Fund a Black Student Retention Pilot Project.

April, 1980-81

It is recommended that the College:

*Establish an Office of Minority Affairs to address the needs and concerns of people who are Black including student recruitment and retention.

April, 1981-82

It is recommended that the College:

*1. Provide additional information on transportation available to on-campus classes.

*2. Provide information on courses approved for recertification to students interested in teacher education.

*3. Improve information and courses to meet the vocational education needs of people at the College and in the community.

April, 1982-83

+1. It is recommended that the College support developmental and other academic support programs designed to remediate deficiencies from secondary school education.

*2. It is recommended that the College seek and publicize traditional as well as alternative sources of financial assistance for economically disadvantaged students.

+3. It is recommended that the College conduct and publicize the offering of a job opportunity/career options workshop for disadvantaged students in the community which would include information on labor market demands and vocational training needs using the Black Advisory Committee as a resource to generate and encourage attendance.

+4. It is recommended that the College employ more Black administrators and faculty members.

*accomplished
+in progress

BLACK ADVISORY COMMITTEE
INCENTIVE AWARDS RECIPIENTS
1982-83

Herbert "Bert" Burns is a graduating sophomore pursuing an Associate of Arts degree with a Business Finance major. An automobile accident in January, 1982, left Herbert hospitalized for five months, paralyzed from the waist down and owing over a quarter of a million dollars in medical bills. Medical experts have informed Herbert that he has about a five percent chance of ever regaining the use of his legs. Herbert plans to continue his education at the University of Central Florida and later to enroll in law school. Herbert plans to devote his law practice to personal injury cases and to seek stronger penalties for drunk drivers.

Zettie Mae Cole is a graduating sophomore earning her degree in nursing. Zettie returned to college after being away from educational pursuits for quite a number of years. As an older student, Zettie has had to re-orient herself to college studies and to deal with the many other demands upon her time and resources. Zettie has responsibility for the care of her elderly mother and works full time to help support her family. Despite all of the demands placed upon her, Zettie has maintained a "B" average at Valencia.

Charles Grantham is a freshman enrolled in his third course at Valencia. Charles moved to Florida in 1980. While serving a tour of duty in Vietnam, Charles was riding in a supply truck which struck a land mine. Charles was hospitalized for 1½ years at Walter Reed Hospital and the Veterans Administration Hospital in Cleveland. Charles has multiple physical disabilities but plans to complete college and enter the field of counseling with emphasis on counseling handicapped persons.

Amy Hughley has earned 30 hours at the College and plans to graduate in the Spring of 1983. Amy has taken a child into her home and is raising the child alone. As a "single parent", Amy many times has difficulty arranging care for her child while she attends classes. Amy works at the College twenty hours per week and has maintained a 3.7 GPA. Amy has experienced a number of health problems recently and is faced with high medical bills. Amy plans to continue her education and enter the field of teaching with emphasis on Spanish.

David Lytle is a freshman majoring in chemistry. David is myopic and must hold a book less than six inches from his eyes in order to read. He spends many hours reading and researching on his own despite his visual impairment. David has no transportation to classes. He walks to and from classes on the East Campus. David plans to continue his education at the University of Central Florida. He plans to earn a Masters Degree in Chemical Engineering.

Maureen McCune is a sophomore majoring in finance and economics. Maureen is a single parent who is working to support three children while she pursues a college education. One of Maureen's children suffered brain damage as a result of an automobile accident. Another of her children has a congenital heart defect and will undergo open heart surgery this summer. Maureen works hard to meet her scholastic, financial and medical expenses. She has maintained a "B" average at Valencia. Maureen plans to continue her education at Rollins College. She hopes to become a CPA and a financial advisor.

Dorothy Melton is a sophomore enrolled in the Respiratory Therapy Program. Dorothy is a single parent raising three children. In addition to bearing the total responsibility for the care of her family, Dorothy suffers from cardiopulmonary embolism (blood clots in the lungs). Dorothy has undergone surgery on an almost regular basis to have over 58 blood clots removed. When Dorothy is hospitalized, she takes her books and studies until the time of surgery. Work missed during her many absences is made up. Dorothy plans to continue her education at the University of Central Florida. She hopes to enter the field of Respiratory Therapy and has been promised employment at Brookwood Community Hospital.

Charles S. Moore, Jr. is a sophomore who plans to graduate in April of 1983. Charles has dyslexia, a brain dysfunction which affects his motor skills. He also suffers from histoplasmosis which has caused a loss of vision in one eye. In order to reach his goals, Charles often spends double or triple the amount of time that other students devote to studying. After completing his college education, Charles hopes to teach students with learning problems similar to those he has experienced.

John J. Steier has returned to academic studies after being a part of the work force for ten years and having served two tours of duty in the Navy. During the spring of 1982, John was involved in an automobile accident which left him owing $6,000 worth of medical bills. He was registered for 14 hours during Session I, 1982, and worked four nights a week as a waiter. In order to meet college and medical expenses, John sold his car and bought an older model. John is pursuing a career in Marine Biology and plans to attend the University of Miami. He maintained an "A" average in Biology during Session I and was also enrolled in Chemistry and Algebra.

Gail Vernon is a single parent who supports herself and three children including an emotionally disturbed son. Gail constantly seeks new sources of help for her son and often has financial difficulties as a result. During Session I, for a period of 1½ months, Gail studied by the light from street lamps because electrical services to her home had been discontinued because she was unable to pay the bill. The constant struggle of striving to prepare herself for a better life while providing the care that she feels her son and other children need creates a great deal of inner conflict for Gail. Gail does not permit her personal and financial difficulties to hinder her in her academic pursuits. She has maintained a "B" average at Valencia and plans to continue her studies in the area of communications at the University of Central Florida upon graduation. Gail hopes to obtain a position in the hospitality industry.

Cherie Voss hopes to graduate from Valencia in April of 1983. She plans to attend the University of Central Florida and major in social work. Cherie's interest in social work stems from her history of emotional problems including alcoholism. Cherie suffers from a chronic intestinal disease and many times must be away from classes. Cherie has total responsibility for the care and support of her two children. She has limited financial resources but is persistent in her attempts to obtain a college education. Cherie constantly seeks various services available at the College including counseling and tutoring.

Kirtis Williams plans to major in computer science and uses auditory devices and braille to help him to develop the competencies that he will need to enter and succeed in this field. Kirtis is blind but has mastered many of the tasks of sighted individuals. Kirtis listens to tapes of material covered in textbooks. He frequents the Learning Resources Center and makes full use of the material available to blind students. Kirtis hopes to receive his A.A. Degree from Valencia in April, 1983. He plans to continue his education at the University of Central Florida. Kirtis has worked for Walt Disney World for the past ten years and is being encouraged by that company to continue his education. Upon graduating from the University of Central Florida, Kirtis has been promised a position in Disney's Management Information Systems.

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